

THE MASSACHUSETTS TEACHER.

JANUARY, 1868.

Volume XXI.

G. B. PUTNAM, Editor, pro tem.

Number One.

ENGLISH LITERATURE IN SCHOOLS. ✓

Brave words have been uttered in Boston. The *Atlantic Monthly* for December contains an article written by Col. Higginson, in which he plainly intimates that literature as an art has as yet no place in America. The Colonel is a soldier. His military record is full of brave actions, but none requiring more courage than to write as he has just written. But he neither stands alone nor first. To a civilian innocent of the smell of gunpowder, it was given to do a braver thing. A few weeks earlier, Charles Eliot Norton, not in the anonymous pages of his review, but face to face with an Athenian audience, in the city of Boston, said (if the reporter of the *Daily Advertiser* may be credited), that as yet Americans are incapable of doing the thinking for America, still less for the world, — as they had supposed.

The seal is at last broken. The voice of just and fearless criticism begins to be heard in the land. Those who assumed guardianship of the national taste and judgment only to betray the sacred trust by pandering to national conceit, are, thank God, either dead or silent. Never, until it can be truly said, are we again likely to hear it pronounced by a competent judge that the productions of American artists equal the best efforts of ancient or

modern art; nor read, as we once read in the pages of a leading American review, that Daniel Webster surpassed Edmund Burke as a thinker, and rivalled Demosthenes as an orator; nor that Prescott combined in his histories all the excellences of Hume and Gibbon, and happily escaped all their vices. That day of dishonest criticism and literary degradation has passed. It is a hopeful sign for the future of our race, on either continent, that while Englishmen listen to wholesome truths from plain-speaking Matthew Arnold, with us, those who are competent to speak truth are willing to speak it. They will be heard gladly by some, profitably by all. Our idols, if false, must come down — pushed

“From their wide ambitious base
With many a rude repeated stroke,
—— to thousand fragments broke.”

The courage and ability of Mr. Norton and Col. Higginson will excite unqualified admiration; but the expression of their views will occasion controversy, or at least renew it. Both seem to agree in assuming, that, if Americans are ever to think profoundly, or successfully cultivate literature as an art, the new era will first dawn in those seats of learning where the study of Greek is most assiduously cultivated. The latter expressly says, “the study of Greek ought to be retained in our schools. The whole future of our literature may depend upon it.” This view of the case disregards the influence on the growth of a genuine literature of those schools in which Greek is not now, and probably never will be generally studied, — our High and Grammar schools, — and raises the question, whence is our literature to spring? From the native soil, or from a foreign strand? From the high general culture of the people, or the higher special culture of a class?

We were recently present at a conversation — if that may be called conversation, where the talk was pretty much on one side, — in the course of which the views of Col. Higginson, *et quibusdam aliis*, were reviewed by one who has thought much on the subject of education, and formerly had some experience in teaching. We propose to report what was said; and, as far as possible, in the very words used. On such occasions, especially if the conversation be-

comes controversial, persons are quite liable to fall into exaggeration, and to neglect those distinctions and limitations usually regarded in written essays. It proceeded as follows:

"Let us look this matter squarely in the face. The graduates of our higher common schools ought to have some part in the formation of a better literature, and will, if we are to have one; but not such as these, who have no acquaintance with English literature, and neither taste nor capacity for it. The production of good literature requires intelligence, thought, and feeling. The *people* of to-day are all young, and mainly graduates from high schools or their equivalents. They are intelligent, but they never think! It is sometimes said that Wendell Phillips, Theodore Parker, Henry Ward Beecher, and Horace Greeley set people a thinking: no such thing; they think for them. Horace Greeley has done the thinking of the young men of his party ever since his party existed. People buy a morning newspaper, glance over the leading articles, and go about all day with the solemn conviction that *they* have some positive and decided thoughts about politics, finance and social questions; whereas, they are simply intelligent. You say that this is mere exaggeration; I think not. This distinction between thinking and intelligence ought never to be lost sight of: 'The whole future of our literature may depend upon it.'

"Another very serious mistake is made by those who admit that literature is at low ebb with us, but account for it by saying, — 'We are a young people; our present work is the primary necessity of making a wilderness habitable. Give us time, and art, literature and general culture will surely flourish. It is only a question of time.' The error as well as the danger of this is, that it overlooks the question of tendency, or, at least, assumes that it is in the right direction — towards the big end of the horn: I see the little end! If this be so, then every day's continuance of this tendency postpones the era of a true literature. The question ought to be solved. Its solution involves a comparison between the past and the present. In the past, that class of people corresponding to the graduates of our higher schools of this generation read fewer books than people do now, but they knew what they read, and thought more. They were familiar with the authors

then in vogue. Men and women read Pope's *Essay on Man*, The *Deserted Village* and Cowper's *Task*; could repeat long passages from these works, and never without some betrayal that they understood and were affected by the truest poetry in them. Admit that their culture was narrow; so were their circumstances. But even this narrow culture had some influence on their after life. They never wholly forgot it. From their conversation you could learn that they had read and thought and still continued to do so. But how changed is all this now! Fairly out of the High School, all culture ceases with young people, and all traces of recent culture disappears, suddenly, as if by act of God! 'Don't they read now?' Undoubtedly: and if they prefer Dickens, Tennyson and Longfellow to writers purely sensational, talk with them two minutes, and you shall find that their interest in those authors, if not chiefly conventional, depends upon story, incident, situation or sentiment, rather than upon delineation of character, or those thoughts which, reaching deep into the heart, should remain a possession forever. 'Still exaggerated and unjust?' No! Make the experiment yourself. Run a furrow through their souls; turn up the soil, deep or shallow, and how arid and sandy! Inveigle them into serious conversation, — and if on their recent reading, all the better for your purpose, — and how vapid, juiceless and unprofitable the result! 'Give them their due?' Yes, I will. They do show the effects of discipline, but not of culture; they are quick at figures; expert about the surface of things; ready to acquire routine; they make clever dry-goods clerks, but are utterly devoid of force, individuality, character, or deep, genuine feeling of any sort."

"There are, as you say, three ways of treating this 'sweeping indiscriminating tirade.' First, deny its truth. Secondly, admitting its substantial truth, charge the fault on society: or, lastly, still admitting its truth, 'come down on the public schools.'"

"Is it true? I *do* regard the unprecedented consumption of literary wares, exhausting domestic production, and requiring large foreign importations. How many copies, you triumphantly ask, of Bryant, Longfellow, Lowell, Holmes, Hawthorne and Holland, — of Bulwer, Dickens, Thackeray, Tennyson and the Brownings, are

sold annually? or, if these are to be regarded as light literature, then of Hamilton, Mill, De Morgan, Mansel and McCosh, are purchased by these same maligned graduates. — True.”

“Now hear me. Books are handsome furnishing. No gentleman’s drawing-room, — still less, his *library*, — should be without them. Look at a man’s head, and if he is not a Flathead Indian, you can guess what is in it; — a man’s foot — not a female Chinese — and you can conjecture his removes from the plough-tail; — his library, and, if it is an accretion, not an heirloom, you can pretty accurately get the range and degree of his culture. Walk into one of these libraries and inspect the titles. They indicate no line of culture, no individuality of character in their owner. Select the volume of his most recent reading. Turn the conversation to it, and discover, if you can, the faintest trace of its teachings or influence in his character, soul or behavior. Again: there is a whole living generation of these graduates educated in high schools and by the book-press. One test and measure of literary culture is its productive power. What are the results? Where do you find the literature of Young America? Why does it not rescue its most popular magazine from the necessity of a foreign contributor? Why will it compel its one readable native novelist still to persist in permutations of one girl, one scamp, one fool, one oddity? Why, at least, does it not show some signs of vitality in the corner of the village newspaper? Our grand-parents’ narrow brains yielded *that*.”

“‘Will I allow you a single word?’ Certainly. — I clearly understand your idea. You express it very nearly in the common formula. ‘There is as much culture now as ever, if not more, but with a difference of manifestation; action instead of thought.’ You have an able writer in the columns of a leading religious journal with you. He says there is as much religion now as ever; but instead of showing itself in those deep feelings, self-questionings and inward conflicts which tore our ancestors, it is mainly turned into action. It may be so. If these active Christians, — even those who rely upon works for salvation, — would show any individuality of action or character; if they would follow the Exemplar in any of his modes of activity, I might accept the

solution. But when I see them powerless to clothe the naked, except by an intervening Dorcas Society; or to feed the hungry, unless on organized soups, I retain my doubts."

"You will now admit you say, but only for argument's sake, that if what is said does not state a fact, it indicates a tendency. Very good. We shall get on. We have an 'argumentative view' of which end of the horn we are coming out, and now are ready for the next question: Where is the fault? Some say in defective modes of education; others, that pupils, from artificial and unhealthful ways of living, or from causes acting before birth, have lost not only the stalwart forms, but also those natural, broad, wholesome and genuine feelings, alone susceptible of high culture, which characterized people in former days. I think both are right, but mainly the latter; and especially in this, that society is chiefly responsible for defective teaching. The question, however, divides. First, What can society do to remedy the evil? Answer: nothing, so long as it relies wholly on the bottle, — bottles filled with milk, with religion, with manners, and with education of all sorts. *That* institution was designed, not by heathen who expose their sickly offspring, but by civilized people who abandon all. But the other is *our* question; What can teachers do?"

"First consider the artificial hindrances. Most of our schools, especially in cities and large towns, are graded schools, generally considered the *ne plus ultra* of system. Possibly. The advantages are systematic discipline, thorough drill, regularly graduated progress; and, where large masses of children are to be schooled, cheapness. These are obvious and therefore admitted. The alleged evils are matters of controversy. They are a tendency to a loss of individuality, discipline without development, enlargement of head and diminution of soul, — working like machinery and producing like machinery, machine-work; — just so many pins in a paper, all sharp, all of a length, all slender and well polished. If this be so, and is to continue, it is an end of the whole matter. Col. Higginson may teach such pupils Greek until doomsday, — they will never acquire the Grecian sense of beauty, nor grow into English fulness of soul. If this be so, either abandon the system or counteract its tendency, else, society, in a generation, will consist

greatly of boarding-houses; and that state of things will pretty nearly settle the whole matter of religion, art, literature, and every thing else worth settling."

"What is the tendency of these graded schools?' Most persons, who thoughtfully review from the beginning the course of their intellectual discipline and development, trace the best results of the former to the competitive strife of public schools; of the latter, to personal contact with stronger and richer natures. This is one advantage of private tutorship which enables a nature weak and immature to draw constantly from a nature mature and strong. Recall the early periods of life: omit all consideration of parental influence as well as that of external nature, and consider what teachers those were who most thoroughly and permanently promoted our growth and culture. Not those surely on whose learning we could most confidently rely; but rather those whose blended thought and feeling brooded over us until a new life was called into existence. These were our intellectual parents."

"Now, so far as the present classification of schools and modes of teaching tend to set teacher and pupil apart — to prevent actual contact of mind with mind, and interfere with intimate personal relations, — so far they are to be deplored."

"But the system is a present fact, possibly an inevitable one in the future. Then what? Counteract its tendency to produce poverty of thought, insensibility of feeling, and indifference to culture on the part of pupils. How? Let them drink deep at the 'well of English undefyled.'"

"But why English literature in preference to Greek or Roman? Because, for the purpose we should ever hold, viz: to lay the foundations on which to raise a superstructure of cultivated society — society that can appreciate literature as an Art — nothing can supersede or rival English literature; — better than all Greek or Roman thought. Milman says, — 'It is a law of human genius, without exception, that no man can be a great poet, except in his native speech.' Niebuhr says, — 'No epic poem can be successful, if it is anything else than a living and simple narrative of a portion of something which as a whole, is the common property of a nation.' I shall not stop now to show how these great thinkers

justify me in saying, that, by the same law, it is equally true that no people ever became distinctively great, except when their culture was in the direction of the national aptitudes and characteristics or genius. The Romans tried a different course. They attempted to create a literature on Greek foundation and failed; as all such attempts must fail. Literature is a growth and not a creation. They taught Greek in their schools; their youth repaired to Athens and studied it there. Their authors modelled themselves on Greek thought and form. What was the result? Whenever they attempted the higher Greek lyric they failed. They tried the Greek drama, and could make nothing of that. They attempted the epic, and Niebuhr says, failed in that also. Finally, they cut loose from Greek thought and form, and on unoccupied ground following the national genius, they became unrivalled. 'Wherever,' says Milman, 'poetry would not disdain to become an art, wherever lofty sentiment, majestic, if elaborate verse, unrivalled vigor in condensing and expressing moral truth, dignity, strength, solidity, as it were, of thought and language, not without wonderful richness and variety, could compensate for the chastened fertility of invention, the life and distinctness of conception, and the pure and translucent language in which the Greek stands alone, there the Latin surpasses all poetry.'

"There is no controversy with those who merely claim that Greek literature, as a whole, surpasses all other literature; but controversy begins whenever its culture is claimed as the proper foundation of our own, or that from the few most deeply imbued with the Greek sense of form, beauty and proportion, are to arise those who shall advance our literature to its highest excellence."

"Literature is not a concession from its Kings to their subjects, but a grant from the National wealth of thought and feeling, made current by the royal stamp of genius. Mt. Blanc reigns not by 'sovereign sway and masterdom,' nor alone; but is proclaimed monarch of mountains by according voices of attendant peers, only made potent by the uprising of a continent. All of which simply means that literature is to come from the people; not from Greek people, but from our people. We must fight it out on that line if it takes forever. We are a chip of the old block; not Greeks,

but Americans of English ancestry. Neither we, nor those from whom we are sprung, have, or ever had, anything of the Greek sense of beauty, and never shall have. English literature, when it is English and not a Greek or French imitation, represents English heart and mind and ever will do so. We know its excellences and its defects. On the purely intellectual side, — in form, proportion and æsthetic qualities, — it bears no comparison with the Greek, nor even with French literature. But it is our mother milk. It is in earnest, and so are Englishmen. Think of an English audience hissing Chatham for a mispronunciation when speaking for the life and greatness of England. It is honest. Neither its founders nor their related neighbors were liars, above all men. It is genuine, but homely. Englishmen never did, and probably never will, greatly value, nor deeply feel, the classic beauty; nor beauty of any sort not connected with pathos. What Englishman regards, or if he regards, much cares for the marvellous construction of *Paradise Lost*, or the Greek form of Samson? It is in the old English masque that he is loved; and in his Hebrew, rather than Grecian, imagination and sublimity that he is admired."

"Neither Englishmen nor their American descendants can be very fully developed, nor deeply cultivated by the grand qualities of Greek literature. These have their place and will exert their influence. But our inspiration depends upon quite other conditions. It is the English sense of beauty, English thought and English feeling, as modified by the influence of changed conditions and circumstances, that must serve us in the production of a genuine literature. Therefore, I would teach it to those, who are to become our people and the creators of our literature, — the pupils in our High and Grammar Schools."

"That it can be done with most surprising and happy results, I am confident. Whether I should enter upon the *how* at this time or wait, I am in doubt."

"You say, now. Well, I will briefly relate what I have myself seen and heard. A teacher in a high school, who knew Greek and Latin as they are taught in fresh-water colleges, and English literature as any one with industrious spirit and loving heart may know it, once, as an experiment, in the place of an ordinary

reading lesson, slowly and distinctly repeated to his class these lines of Wordsworth:

A slumber did my spirit seal;
I had no human fears;
She seem'd a thing that could not feel
The touch of earthly years.

No motion has she now, no force;
She neither hears nor sees;
Roll'd round in earth's diurnal course
With rocks, and stones, and trees!

"What did it all mean?' they asked. And no wonder; for a less promising poem could not have been selected for the experiment. I cannot detail all the processes of question and suggestion by which in a half hour, these wonderful lines with all their wealth were transferred into their souls, there to remain forever. It was the first awakening of their sense of poetical beauty as found in books. Never shall I forget their wonder as the main idea was at length developed to their imagination and feeling. It was their first lesson in English literature, but not their last. A few days later they asked — 'might they have another lesson in poetry?' And then, but not at once of course, the whole of Wordsworth's mighty Ode was theirs. This process with the best things of English literature, continued with intervals for a year, gave them not merely many detached thoughts and feelings as a permanent part of their own souls but, by and by, they acquired the logic of the imagination and feelings, the sequence of ideas, and the laws of congruity, development, form and proportion. For example: *they* raised the question, whether the third stanza of Gay's Black-eyed Susan, was in keeping, notwithstanding its exquisite beauty. Nor could they restrain indignation that Francis Turner Palgrave had made nonsense of Campbell's fine lines entitled by *him*, 'A thought suggested by the New Year,' by changing it to 'The River of Life,' as may be seen in No. CCLXXXIII. of the Golden Treasury of Songs and Lyrics. But I cannot go more fully into details."

"A word in review. This was a graded school of large size. The teacher could have no intimate personal relations with his pupils; but, with the aid of good English literature, he could pre-

vent the attenuating, soul-destroying process of mere intellectual discipline. His pupils at least became men and women, cultivated, according to the measure of their years, by an acquaintance with the best thoughts, and, what is more, the best feelings of the great ones of our kith and kin. They are of the people whose libraries will show character, and be read and remembered; they are of those who are to form that cultivated society in which, if ever, literature, as an art, will find a place in America. If one in that class is now an artist studying in Italy, and another, one of the most promising pulpit orators in America, they trace their first inspiration to the study of good English literature in a high school."

"Why should it not be studied in every such school in the country?"

"Will I be so kind as to write out for publication what I have said?" No; to write out, with the necessary limitations and qualifications, my 'sweeping and exaggerated' statements would require a volume."

"Have I any objection if you write it substantially for publication?" Not the least, and will so far assist as to furnish accurate quotations from the authors I have mentioned." C. S.

THE BLUE COAT SCHOOL. ✓

I recall my visit to this school with peculiar pleasure. It was on the first day of May, and although an English spring "comes slowly up," it begins so early and keeps on so steadily, it makes at last a great success, and by May-day justifies the welcome it receives from poets, invalids, and little children. This particular day was altogether bland and beautiful. My escort, too, was an old graduate of the school, enthusiastic in his praises of Alma Mater, and not unnaturally anxious I should share his feeling. On our way to Newgate Street, from which is the principal entrance, the conversation turned mostly on the perhaps three greatest Blue Coat boys, Charles Lamb, Coleridge and Leigh Hunt, and I was particularly struck by the following, as related of Leigh Hunt: It seems that during the time he was at the school, in his ward, which

was the only one that the company, on public days, were in the habit of going into, there prevailed a custom of hanging up by the side of each bed, a clean white napkin, which was supposed to be the one used by the occupiers. Now these napkins were only for show, the real towels being of the largest and coarsest kind. If the masters had been asked about them, they would doubtless have told the truth, perhaps the nurses would have done so. But the boys were not aware of this. There they saw those "white lies" hanging before them, a conspicuous imposition, and "I well remember," he said, "how alarmed I used to feel lest any of the company should direct their inquiries to me."

"Verily," thought I, "we should be wary who go before." But here we are at the high iron gate, which admits us into the yard. Three hundred or more boys are playing, as all English boys play, at various simple games. We stop to look at them. Hatless without exception, a long blue coat or frock reaching to the heels, bright-yellow stockings, forever shining as they run, like the stars in Addison's poem; low cut shoes, and a leathern girdle round the waist, they give one the impression at first that they are girls, great grand-daughters of the roundheads, and, secondly, that they are little old men "cut shorter." "There!" says my friend, as we look on; "put those three hundred against a like number of your puny American boys, and you'll go under. They have *beer*, sir!" It was no use trying to contend with the faith and sincerity which shone from every feature of my athletic young companion. I did not make the trial, but consented to be led away, down a wide stone staircase to the kitchen. This I found to be a spacious room in the basement story, and supported by massive granite pillars. Here, as everywhere, it was only necessary to be known as an American, and connected with schools, to receive the greatest kindness and attention. One was anxious I should see how exactly everything edible was weighed out; another that I should wait and see the procession of boys carrying the huge dishes to the dining-hall, and another that I should go into the adjoining vaults where the *beer* was kept. Several large casks of this latter were ranged side by side, and from seeing to testing was with them only a step. "There, sir, taste of that!" was the beaming exclamation with which

he pleasantly and persistently put the glass into my hand. "That is what we give the boys. Drink it, sir; drink it." An Englishman's faith in beer approaches the sublime.

I've 'ed my point o' yaäle ivry noight sin' I bean 'ere,
An' I've 'ed my quart ivry market-noight for foorty year.

Tennyson's Northern Farmer.

Following the boys who were already standing with the dishes between them, we went up to the "Great Hall." This I believe was built by Christopher Wren, and is considered one of the ornaments of the city. It occupies the whole of the upper story, and is, with its organ gallery and lobby, one hundred and eighty-seven feet long, fifty-one feet wide, and forty-six feet high. At one end there is a screen along which runs the legend, "Fear God, love the brotherhood, honor the King," and a grained oak wainscoating lines the walls to the height of ten feet. At the west end is a raised platform for the governors and their friends during the public suppers and other State occasions, and along the walls are suspended pictures by Holbein, Copley and others. The largest represents Charles II. receiving the children of the school at court, and between the windows are portraits of eminent governors and patrons. The painting that takes captive the fancy of the boys, as I judged, was that by Copley, representing the rescue of a young man from the jaws of a shark, which so closely pursued him, while he was bathing in the West Indies, that, though his companions managed to drag him into the boat alive, the monster bit off one of his legs. This man succeeded in life and became quite eminent.

It was in such a hall and with such surroundings that I saw one thousand boys sit down to eat their dinners on the first of May. The scene to me was impressive. Here was the largest of the Free Schools of England with boys coming from the greatest variety of ranks. Nobility do sometimes go there as boarders. Once in a while a boy of noble family may be met with, but they are looked upon by the others as interlopers and against the Charter. The great body of them, it is said, are the sons of poor gentry and of London citizens, and with them an equal share is given to tradesmen of humble description, not even omitting servants. I

was told that no person whose property was over £700 a year could now secure entrance to the school for his son. The whole income of nearly a thousand dollars a day (£66,000 yearly) is devoted to the education and support mainly of the respectable poor, and as the young "Grecian" went up into the pulpit to say the grace, and the organ pealed forth its notes, it was impossible not to feel that this was indeed truly English. Everything was provided, everything was unpretending, everything was solid.

The bill of fare for the day was made out somewhat as follows:

Kitchen, Wednesday, May 1st, 1867. — The number and description of joints for this day's dinner:

ROAST MUTTON. — 6 legs, 4 shoulders, 4 necks, 4 loins, 8 breasts.

First Eight Wards,	Pudding.
Nos. 10, 11, 12,	Hash.
" 1, 2, 3, 15, 16,	Cold Beef.

For a half hour after dinner, the boys were practised in singing anthems under the tuition of Mr. Cooper. He is the organist at the Chapel Royal, and said to be the best performer in England. I was disappointed in this exercise. The boys had copies of neither words nor music, and were led entirely by the organ. One would think that from eight hundred or a thousand voices, there might have risen a grand and effective unison, but it is safe to say that the able and spirited master of music in our grammar schools gets a better and fuller body of tone from his ordinary classes every day in the week, than was given by the assembled Blue Coat boys on this occasion. I do not think, however, this was the fault of the instructor so much as it was that of a system, which was open to practical criticism in almost every particular.

Our next visit was to the dressing-room to see the new boys, just entering, this first day of the month, put on their school garb, and here everything was delightful; all was order, efficiency and system. Each youngster as he was stripped, and came forward to receive his bright new garments, seemed eager to enter on his untried mode of life. And what sturdy little fellows they were. One was a model. He came from Scotland, and as he stood there reduced to his lowest terms, in the matter of dress, how firm, and round and sound he was. No prize-fighter ever entered the ring

looking better. We walked round and round him, as people do the Young Apollo. There was grace in every shifting movement, and an untaught dignity in every posture. He was Macaulay's Colonel Wyndham, or better, he was a young Black Prince. "I find this people to stand the strongest in their shoes of any people," said Mr. Emerson of the English, a long time ago; and we found in these boys justification of the statement. In my next, I shall tell of the recitations I heard, and of the curriculum of studies at the Blue Coat School.

D. S.

CLASS EXAMINATIONS.

It would not be needful that the history of schools should be written back to a very remote period to secure the record of a goodly variety of performances that have passed under the name of "examinations."

By more than a few, "examination day" is understood to mean the last day of the term, — the day when the scholars are expected to come with faces cleaner, hair more sleek, and clothes more new or tidy than usual, that they may recite in the hearing of the committee, a few parents, and other visitors, some things which they (the pupils) are confidently expected to be able to say.

At the conclusion of this last rehearsal, it is quite customary for some one or more of the committee to remark: "I have been highly gratified with the appearance of the school to-day. The scholars have been very orderly, and have seemed very happy (doubtless thinking of the good times they will have now that school is done). I am glad to see that you enjoy your school so much. I have been very much pleased, too, with the promptness of the recitations; it is an evidence that you, scholars, have been very industrious, and that you have received excellent instruction."

Among the many causes that will affect the character of an examination, one of the most efficient must be, the controlling purpose of the teacher. If it be his aim to show how well certain scholars can do certain things, he will be likely to arrange matters so that there will be a good degree of probability of a happy mutual adaptation between the things to be done and the pupils called upon

to do them. This method prevents a great many awkward mistakes, and greatly relieves the dull scholars. If however, the teacher cares less for a smooth and brilliant exercise, than for an honest and clear exhibit to the persons in attendance, and to the pupils themselves, what acquisitions the latter have actually made during the term, then his chief concern will be to test every scholar with fair and comprehensive questions, involving the principles, upon which the class has been drilled.

We have here indicated a method by which we can readily divide into two well defined classes the various performances now passing under a common name. All those exercises, of which the leading purpose is to show off a school or a class, may with propriety be termed exhibitions; while those which are designed to reveal how much knowledge the several members of a class have acquired upon the subject they have been pursuing, what methods of investigation and statement they have adopted, and what power and facility in using the same they have gained,—such exercises, we should say, might be fitly styled examinations.

Under each of these classes there may be a great variety of specific methods, each having its peculiar excellences. We wish now briefly to call attention to one method of examination that we have practised for some time, and, as we think, with very good results.

Whenever a class has spent the allotted time upon any branch in the course of study, a list of questions, ten or more, is prepared, covering the more important principles that have been studied and taught. Two hours are assigned for the written examination. Each member of the class is furnished with pen, ink, and paper, and a copy of the list of questions, written or printed. Thus equipped, without aid from books or from any other source, he is to make his pen tell as much as it can, in two hours, of what he knows upon the subject in hand. These papers are then collected, examined, and marked by the teacher.

We give, as a sample of our written questions, a list used upon a single branch of study in November last.

EXAMINATION IN NATURAL PHILOSOPHY.—NOVEMBER 1867.

[*Number your answers so as to have them correspond to the questions respectively.*].

1. What are the most important properties of matter? Define them. 2. What is Specific Gravity? 3. How may we find the Specific Gravity of bodies lighter than water? 4. What is Capillary Attraction, and how illustrated? 5. Name the elementary machines. Describe the Wheel and Axle. 6. What is the principle upon which the Hydrostatic Press is constructed? 7. Simplest method of using water as a motive power? 8. Describe the Common Pump. 9. How were sound vibrations rendered visible in the lecture on Acoustics? 10. Theories of Heat. Give them in full. 11. Heat. How communicated? 12. What is the Undulatory Theory of Light? 13. Velocity of Light; and how ascertained? 14. How does Galvanic differ from Frictional Electricity? 15. How are Artificial Magnets made? 16. Describe Ruhmkorff's Coil and the experiments performed with it.

Next comes an oral examination. For this a number of topics are written upon separate slips of paper, enough to go around the class once or more. These topics relate to points not embraced in the written examination. They may be distributed by the Committee or teacher, but at random. It is intended that time enough be allowed so that each member of the class shall have time to treat his topic fairly and fully. The Committee are free to ask questions, and are expected to record, on a given scale, their estimate of each one's recitation. The results of both written and oral examination are combined, and form the basis upon which to decide whether the pupil is prepared to enter upon the subject next in order, or needs to go over the same study again.

Some of the advantages of this method are: First, that in the arrangement of a course of study, it allows the assignment of just so much time as may be needed for each branch, without regard to having it completed at the end of a term. Secondly, It is impartial and thorough.

Thirdly: The written examination, in allowing all to be working together, economizes time; it also develops the ability to make

efficient use of the pen in producing a clear statement of one's knowledge and opinions.

Fourthly: The anticipation of such an examination has a tendency to make pupils faithful in the daily preparation of their lessons.

In this simple specification of advantages we have sought neither to make an exhaustive statement, nor to present them in the order of their importance.

M. C. S.

THE MASSACHUSETTS AGRICULTURAL COLLEGE.

Now that the success of the State Agricultural College has been fully assured, a slight sketch of its organization and development may not be uninteresting to the readers of the Massachusetts Teacher.

The College went into session Nov. 2, 1867, with twenty-seven students; the numbers rapidly increasing however, till at the close of this, its first term, the Freshman class embraces forty-eight members. Provision having been made for only one class, no students have been admitted to advanced standing.

Of the Board of Trustees, His Excellency Alexander H. Bullock, Governor of the Commonwealth, is President, Charles L. Flint, Secretary, and Nathan Durfee, Treasurer. The remaining members are Marshall P. Wilder, of Dorchester; Chas. G. Davis, of Plymouth; Henry Colt, of Pittsfield; Charles C. Sewall, of Medfield; Paoli Lathrop, of South Hadley; Phineas Stedman, of Chicopee; Allen W. Dodge, of Hamilton; George Marston, of Barnstable; Wm. B. Washburn, of Greenfield; Henry L. Whiting, of Tisbury; D. Waldo Lincoln, of Worcester; Henry F. Hills, of Amherst.

Executive Committee: W. S. Clark, Nathan Durfee, W. B. Washburn, D. W. Lincoln, Henry F. Hills.

The present corps of instructors are: William S. Clark, Ph. D., President and Professor of Botany and Horticulture; Ebenezer S. Snell, LL. D., Professor of Mathematics; Henry H. Goodell, A. M., Professor of Modern Languages and Physiology; Levi Stockbridge, Professor of Practical Agriculture.

The course of study is arranged to occupy four years, and those students satisfactorily completing the whole course will receive the degree of Bachelor of Science. The object aimed at in the instruction is, to "make intelligent, thoroughly educated men, and practical agriculturists." Men of good, sound, common sense, bringing the results of education and science to bear upon the practical questions of the hour. It is not mere book-knowledge that is insisted upon, but the *right application* of that knowledge, and to this end ample opportunity is afforded for work in the laboratory, in the cabinet, in the plant-houses, and in the field. Each student is required to devote one hour a day to manual labor upon the farm, thus becoming personally conversant with the several departments of Agriculture and Horticulture. Each class is divided into sections, each section being under an appointed leader, and the whole under the superintendence of Prof. Stockbridge, who personally oversees and directs the amount and quality of work to be performed.

COURSE OF STUDY.

FRESHMAN YEAR.

First Term. — Geometry; Human Anatomy and Physiology; Chemical Physics.

Second Term. — Geometry; French; Chemistry.

Third Term. — Algebra; French; Botany; Lectures upon Hygiene, Chemistry, Botany and Agriculture; and Exercises in Orthography, Elocution and English Composition during the year.

SOPHOMORE YEAR.

First Term. — German; Zoölogy; History of the United States.

Second Term. — German; Trigonometry; Analytical Chemistry.

Third Term. — Mensuration and Surveying; Mineralogy; Drawing; Analytical Chemistry; Lectures upon Comparative Anatomy, Diseases of Domestic Animals, Organic Chemistry and Agriculture, and Exercises in English Composition and Declamation during the year.

JUNIOR YEAR.

First Term. — Physics; Agricultural Chemistry; Physical Geography; Drawing.

Second Term. — Physics; Rhetoric; Horticulture; Forestry.

Third Term. — Astronomy; Systematic Botany; Political Economy; Mechanical Drawing; Lectures upon Physics, Agricultural Chemistry, Economic Botany, and Insects, useful and injurious; and exercises in composition and extempore debate, during the year.

SENIOR YEAR.

First Term. — Intellectual Philosophy; History; Commercial Arithmetic and Bookkeeping.

Second Term. — Moral Philosophy; Constitution of the United States; Political Geography.

Third Term. — Geology; Engineering; Logic; Lectures upon Rural Law, Architecture, Landscape Gardening, English Literature and Geology, and exercises in Original Declamation and debate during the year; Recitations in the Bible every Sabbath; Exercises in Gymnastics, Military Tactics, and the various operations of the Farm and Garden through the course.

In addition to the above four years' term of study, it is intended to have a special course of lectures, on the following subjects, for the benefit of those who are unable to attend the full college course. Structural Botany, Propagation and Cultivation of Plants, History of Cultivated Plants, Pomology, Practical Agriculture, Agricultural Chemistry, Physical Geography and Surface Geology, Natural History of Domestic Animals, Comparative Anatomy, Diseases of Animals, Milch Cows and Dairy, Sheep Husbandry, Insects injurious to Vegetation, etc.

The farm contains 383½ acres, and is admirably adapted for purposes of experiment and instruction, embracing every variety and condition of soil, from the rich, black loam of the lowlands, to the more sandy and gravelly deposits of the highlands, embracing hill and vale, pasture, meadow and woodland.

It has been partially under cultivation during the past year, and among its products may be numbered 225 tons hay, 70 tons corn

fodder and straw, 700 bushels oats, 900 bushels corn, 400 bushels potatoes, 500 bushels turnips, 5000 pounds squashes.

Its present stock consists of 18 head grade Durham steers, 17 yearlings, high grade, 3 pairs oxen, 1 Alderney and 1 Ayrshire bull calves, 1 pair short horns, calves from the herd of G. T. Plunkett, Hinsdale, 20 South Down ewes, and 1 Cotswold and 2 South Down bucks.

The buildings erected during the past few months are, a dormitory of brick 100 \times 50 feet, containing accommodations for fifty students in its three upper stories, while its lower is devoted to recitation and reading rooms, and the State Cabinet, a Laboratory, 46 \times 57 feet, with bathing, lecture and recitation rooms; a Botanical Museum and Lecture Hall, 45 \times 31 feet, and a Conservatory for the rearing and propagation of plants. This last is of glass, covering an area of 5,000 square feet. When completed, it will be double its present capacity and size. It is constructed on the general plan of two octagons, respectively of 40 and 60 feet diameter, connected by a glass house, 25 feet in width. Grouped around these octagons are additional compartments for the various classes of plants. There will be seven different compartments besides the propagating pits. In the centre of one will be placed the tank of the grand *Victoria regia*, with various true air plants depending from the arch of the roof, and different aquatic specimens ranged round its sides. In the centre of the *dry stove*, planted in the open ground, will be the large, variegated century plant, cultivated for thirty years by Dr. Hitchcock, and in the centre of the *moist stove*, a fine specimen of the Banana. A fourth compartment will be given up to the Camellias, of which there are now over one hundred pots, including all the choicest varieties.

The Botanical department has received very valuable donations from President W. S. Clark, who has given his valuable collection of hot-house plants; from Hon. Marshall P. Wilder, who has given over \$2,000 worth of choice varieties; from Mr. J. T. Ames, of Chicopee, who has given fifty rare specimens, and from Dr. Nathan Durfee, who has also generously paid \$10,000 for the erection of the Plant Houses. In the immediate vicinity of the Conservatory

is the Botanical Garden, ten acres of which have been under-drained and cultivated during the past year, preparatory to being planted the coming spring. An ample supply of running water is drawn from reservoirs on the adjoining hill.

H. H. G.

THE CONTRAST.

If we enter successively a number of school-rooms, we shall probably discover a contrast something like this. In one we shall see a presiding presence, which it will puzzle us at first sight to analyze or to explain.

Looking at the master's movements,—I use masculine terms only for convenience,—the first quality that strikes us is the absence of all effort. Everything seems to be done with an ease which gives an impression of spontaneous and natural energy; for after all, it *is* energy. The repose is totally unlike indolence. The ease of manner has no shuffling, and no lounging in it. There is all the vitality and vigor of inward determination. The dignity is at the farthest possible remove from indifference or carelessness. It is told of Hercules, god of real force, that "whether he stood, or walked, or sat, or whatever thing he did, he conquered." This teacher accomplishes his ends with singular precision. He speaks less than is common, and with less pretension when he does speak; yet his idea is conveyed and caught, and his will is promptly done. When he arrives, order begins. When he addresses an individual or class, attention comes, and not as if it was extorted by fear, nor even paid by conscience as a duty, but cordially. Nobody seems to be looking at him particularly, yet he is felt to be there, through the whole place. The three-fold office of school-keeping, even according to the popular standard, is achieved without friction and without failure. Authority is secured, intellectual activity is stimulated, knowledge is got with a hearty zeal.

Over against this style of teacher we find another. He is the incarnation of painful and laborious striving. He is a conscious perturbation; a principled paroxysm; an embodied flutter; a mortal stir; an honest human hurly-burly. In his present intention he

is just as sincere as the other. Indeed, he tries so hard that, by one of the common perversions of human nature, his pupils appear to have made up their minds to see to it that he shall try harder yet, and not succeed after all. So he talks much, and the multiplication of words only hinders the multiplication of integers and fractions, enfeebles his government and beclouds the recitation. His expostulations roll over the boys' consciences like obliquely-shot bullets over the ice; and his gestures illustrate nothing but personal impotence and despair. — *F. D. Huntington, D. D.*

GOVERNOR EVERETT ON COMMON SCHOOLS.

The following remarks are said to have been made by Gov. Everett, at an Agricultural Fair in Danvers, in 1836:

“It is a great and just boast of the Pilgrims and their descendants, that they made early and ample provision for education. Farmers of Essex, hold fast to that boast. I had rather, for the appearance, if I must choose between them, see the country dotted all over, at its cross roads, with its plain little village school-houses, than have the high places of a few large towns crowded with the most splendid fabrics of Grecian and Roman art. I had rather, for the strength and defence of the country, — if I must choose between them, — see the roads that lead to those school-houses thronged with the children of both sexes, saluting the traveller as he passes, in the good old New England way, with their little courtesy or nod, than gaze upon the regiments of mercenary troops paraded upon the ramparts of impregnable fortresses. Ay, for the honor of the thing, I had rather have it said of me, that I was, by choice, the humblest citizen of the State, making the best provision for the education of all its children, and that I had the heart to appreciate this blessing, than sit on a throne of ivory and gold, the monarch of an empire on which the sun never sets. Husbandmen, sow the seed of instruction in your sons' and daughters' minds. It will grow up and bear fruit, though the driving storm scatter the blossoms of spring, or untimely frost overtake the hopes of autumn. Plant the germ of truth in the infant understandings of your children; save, stint, spare, scrape,

do anything but steal,—in order to nourish that growth; and it is little,—nothing, to say, that it will flourish when your gravestones, crumbled into dust, shall mingle with the dust they covered; it will flourish, when that overarching heaven shall pass away like a scroll, and the eternal sun which lightens it shall set in blood!"

Editor's Department.

Whatever may have been our early ambitions or the aspirations of later years, we never dreamed of occupying, even for a single month, the editorial chair. We are bewildered, and doubt not our friends are surprised to find us here. In order to place the responsibility where it belongs, we beg leave to present the following letter.

LOWELL HIGH SCHOOL,
Nov. 20, 1867.

MY DEAR SIR:

Mr. Hagar declines the position of Editor of the "Teacher." Now, what shall be done? It is only yesterday that I received Mr. Hagar's letter. You will see that it is now time to begin on the work of the January number. We don't want that number to be behind its time. My proposition is, that you should, at my special request, get up that number, beginning immediately to prepare for it. I think the Directors would all thank me for taking the responsibility, and you for consenting to edit it. Now, what do you say to it? Can you get it out in good season?

Yours truly,

C. C. CHASE.

GRANVILLE B. PUTNAM, Esq.,
Franklin School, Boston.

An appeal so urgent could not be disposed of hastily; so we considered the matter, *pro and con*, and after a night's sleep, wrote to Mr. Chase, accepting the trust, although painfully conscious of our inability to fill the chair, even to our own satisfaction.

Before our reply had left the post-office box at the street corner, we were well-nigh crushed by a sense of responsibility, which came upon us, at the thought of some forty bare pages, waiting to be clothed. Relief, however, gradually came, as we were able, from time to time, to adorn some with well-fitting contributions, and to cover others with patches cut with our sharp scissors.

We would return our sincere thanks to those, who realizing our necessities, came so kindly to our aid. It is usual, with the opening year, to present an Editorial Salutory to the readers of the "Teacher," but this, we shall leave to an abler pen than ours. We would simply ask every friend of education to seek earnestly to add, at once, to our increasing list of subscribers. Some have done nobly within the last few days.

Teacher, will you not send us, at least, *one* new name?

At a special meeting of Directors, called to consider Mr. Hagar's resignation, the following gentlemen were chosen editors for 1868: Daniel B. Hagar, Salem; John Kneeland, Roxbury; Granville B. Putnam, Boston.

We rejoice that Messrs. Hagar and Kneeland, so long and favorably known to the friends of the "Teacher" in other days, have consented again to assume its editorial management. You know its interests cannot suffer in their hands.

MASSACHUSETTS TEACHERS' ASSOCIATION.

The Directors of the State Teachers' Association have voted to hold the next meeting in Boston, near the middle of October. About half of the time of the session will be devoted to *section meetings* in different halls. The following Committees were chosen to make preparation for them:

Committee on High School Section. — W. J. Rolfe, Cambridge; M. C. Stebbins, Springfield; S. Burnham, Newburyport.

Grammar School Section. — A. G. Boyden, Bridgewater; N. T. Allen, West Newton; R. C. Metcalf, Boston.

Primary School Section. — D. B. Hagar, Salem; E. J. Comins, Worcester; G. B. Putnam, Boston.

Teachers are invited to communicate with the Chairmen of these Committees, if they desire to make any suggestions in regard to the exercises.

AMERICAN INSTITUTE OF INSTRUCTION.

A meeting of the Directors of the American Institute of Instruction has been called for Jan. 4, 1868, to make arrangements for the annual meeting.

NEW SUBSCRIBERS.

Through the united effort of the Masters of the Boston Grammar Schools the list of subscribers in those schools bids fair to be increased at least one hundred and fifty per cent. One Master sends eighteen names. Sixteen are new subscribers. We trust that Superintendents and Masters in every city and large town will take steps *at once* to follow this good example.

COMPOSITIONS.

In turning over the pages of the Teacher and other educational works, we have been surprised to see how very few articles they contain upon this subject. We have recently heard both teachers and members of the School Committee lament

that so little is doing in our schools to prepare our pupils to express their own thoughts upon paper.

To day we heard a distinguished educator say that his early instruction had been all wrong at this point, and as a result, he shrunk from every call to literary effort. Will *our* pupils be better prepared in this respect than he? Our grammars are large enough, surely, and we spend much time in teaching the subjects of which they treat. Our recitations are perhaps brilliant, and yet we know that those children cannot apply, to any considerable extent, the facts they have learned concerning the use of language.

However much we may regret this state of things, want of time will, to some degree, prevent its remedy.

Is it not worth our while, however, to consider what it is possible to do?

We are satisfied that it is best to furnish a *subject* for our younger pupils, and also to suggest thoughts upon it. Let the topic be a *familiar* one, and such a series of questions and answers precede all written effort, that the child may have *ideas* to express. Certainly, without these, it were vain to attempt to write a composition. This method is admirably illustrated by the paper presented in the June number of the *Teacher* for 1866, by Mr. L. W. Russell of Watertown. Our older pupils need to have a subject given to them, else they will select one of their own, write a few lines upon it, and then, throwing it aside, select another and another, and thus waste time, which, if devoted to one topic might yield good results. If possible, we would have the work done under the eye of the teacher. He will then be sure that the production does not come from some kind mother, amiable sister or sympathizing friend, and will be able to estimate the pupil's real ability. We think that many are roused to greater mental activity by the necessity thus laid upon them, and will really do better than if they selected their own time at home. We here yield to the temptation to relate a little of our own experience, and the more readily, as we believe we are profited by the experience of others.

One morning, last week, we requested the members of the first class to take paper and pencil, and told them they were to write a composition upon a subject we would give them. When all were ready, we announced "Woman's Education" as their theme. We told them it was truly a high sounding subject, but they were not expected to write a high sounding composition, but to put, in a simple way, their own thoughts upon paper. From those handed in, we have selected two, written by girls thirteen years of age, and print them, *in all respects*, just as they were written. We must expect both faulty expression and grammatical errors.

"WOMAN'S EDUCATION.

"My idea of a woman's education is that she should have a thorough knowledge of Grammar, so that she can speak and write correctly; History, that she may know of past events in her own and other countries; and Geography, that she may know the position of all the countries, and the larger cities on the earth,

and their climate and productions, and she should be able to impart her knowledge.

"She should understand the science of Arithmetic, of Physiology, and Philosophy, and be able to spell correctly, to write prettily, and to read well; capable of changing the tone of voice, according to the character of the piece.

"For accomplishments she should understand, the art of drawing, speak French, and German; she should be able to play on the piano and sing nicely, for, these besides affording extreme pleasure to almost every one, may perhaps be put to use.

"She should understand the art of cooking, for, if at any time, she was without a girl to cook her food, she could be able herself to do it; she should be taught while young cleanliness and order, and be able to sew on anything she wants herself, and not depend on the dress-maker, or sewing-girl, for it.

"But first of all, while in her early years, she should be taught to fear the Lord, and follow in the holy way. The Bible should be the first book on the shelves of her library. And if she feared the Lord, she would be truthful, and honest, amiable and gentle in regard to her neighbors, forgetting self in working for her fellow-men, working as a disciple of Christ."

"A. W. F."

"WOMAN'S EDUCATION.

"During the early history of our country, the education of girls was much neglected; and they had not the same advantages that were given to the boys; but in these modern times there is every facility for improvement in education; for Grammar and Primary Schools abound in all of our large cities.

"But in those former times even if the school education of the girls was neglected, they far surpassed the young ladies of now-a-days in home accomplishments. They could do any amount of sewing without the fatigue which some girls experience, and they did not deem it unladylike to soil and roughen their hands in washing and cooking. *Piano's* were luxuries in those days, and so no time was wasted in practising hour after hour. But now the city belle would not be seen in the kitchen, and so she occupies her time in reading the last new novel, in dressing just so many times a day as fashion dictates, in singing, playing, or riding, and thus lolls away half of her valuable time, and still continues living in this great active world of ours, taking no part in the battle of life, and content to remain a passive spectator, while others work and win. There are noble women living near us, all around us, and even in our midst, who are silently and bravely breasting the assaults of the world, unnoticed, struggling through temptation and poverty, and ever ready to extend a helping hand to the wanderer, or to those poorer than themselves; And they are nobler than those whose names are on every lip, or who were famous in the ages long gone by. And in the great white book above, is recorded against their names, — "Inasmuch as ye have done it unto one of the least of these, my brethren, ye have done it unto me." A woman's education should be thorough. Let her

first begin with the simple rudiments, then from that she should begin to build up, working slowly, but surely, and strengthening the foundation as she ascends. At the same time she should not neglect her home education, for woman's sphere is home, and if she have any aim or motive it should be to make home pleasant. After she has acquired all that is useful, and necessary, she might then turn her attention to the accomplishments and if she persevered, believing that nothing is ever learned too well, she would be a real lady in the true sense of the word, refined and accomplished."

"N. J. A."

We have sometimes for an occasional exercise taken our reading book, and turning to the "List of Authors," asked the first eight girls, for instance, to take "Whittier;" the next eight, "Bryant," and so on, giving this time the names of American Poets only. At another time we have given to the first eight, "Cowper;" the next, "Burns," and so on. We then said: "You may get your information in regard to these authors and their writings from any source within your reach; then work over your material and present it in a concise and readable form." It is true that such an exercise will not develop originality of thought, but the knowledge gained is useful, the power of combination and discrimination is increased, and the child will certainly read the poems of these men with deeper interest. At the outset we spoke of the dearth of articles upon this important branch of school culture, and would now express the hope that others may be induced to write more and better upon it.

OBJECT TEACHING.

Many seem to suppose that object teaching is a recent invention, and will, in a short time revolutionize our methods of instruction in the lower grades of schools. This is a mistake, for good teachers have ever appealed thus to the senses, that they might the better train the mind.

Such lessons received special attention more than thirty years ago, as will be seen by the following exercises published in an Educational Journal at the time:

TREES.

Let us examine the rule we are using. Of what is it made? "Of wood." Of what kind of wood? "I do not know." It is cherry. "Is it the same kind of cherry that grows in the garden?" No, it is another species, sometimes called wild cherry. Do you know how it gets into this shape? "No." Then I will tell you. The tree is cut down, and the trunk cut off and carried to a mill, where it is sawed into boards of various thickness, from half an inch to an inch thick. "But are not boards made of other trees besides cherry?" Oh, yes; of many others. With how many trees are you acquainted? "With oak and chestnut and maple and birch and pine and walnut." Can you think of no more? Try. You have seen apple trees. "Yes; and pear trees and peach trees and plum trees."

Come let us walk into the fields, and see what we can find. Do you know the name of that beautiful tree? "Maple; but what little tree is *this* with these red berries on it?" It is sumach; but we usually call such small trees *shrubs*. Gooseberry and currant bushes are shrubs. "Are the little fruit trees in father's nursery shrubs? No, those are more properly young trees, because they will become great if they are suffered to live and grow. But currant bushes never grow much larger than those which you have seen. What tree is that? "I do not know." It is pine. Observe the leaves, how singular their structure! You had better pick a few of the leaves, and carry them home with you, and do the same with every new tree or shrub we find. What tree is that? That? That with those prickly burs on it? And what's this? "Is it not chestnut? The bark looks like chestnut." Do the leaves? "Oh, no." Well, pick one of the leaves, and observe it closely. "What is it if it is not chestnut?" Butternut. Do you not see butternuts among the leaves? "Here are a few." "What is that? it looks somewhat like pine." Hemlock. Look at this tree on the right. Do you know what wood it is? "Birch." Very well. How large do you think it is in diameter? "I do not know, for we have no rule here." True, but how much do you judge it to be? "A foot." Yes, I think it is; perhaps rather more. Now, if it is a foot in diameter, how many feet will it be in circumference? "Three." How large is that small oak in circumference? "About a foot and a half." What, then, is its diameter? "Half a foot." How many inches in half a foot? "Six." What has a tree besides a trunk? "Limbs, leaves and sometimes fruit." Has it roots? Do trees ever have flowers on them? What is there on the outside? "Bark." In what part of the tree is the sap? We will now return to the school-room.

CANARY BIRD.

What is the name of this little creature? Why a Canary bird? What has it in front of its head? What is the shape of the upper part of the beak?

Which part of the beak moves? Which does *not* move? Of what use is the beak to a Canary bird? Has every Canary bird a beak? What has he on both sides of the head? Of what use are the eyes? What is over the eyes? Of what use are the eyelashes?

What is the head covered with? What is the color of the feathers? Have the feathers of all Canary birds the same color? What do you call both the limbs on the sides of the body? How many parts do the wings contain? What do you call the feathers that cover the wings? Of how many parts is a flag feather composed?

Of what use are the wings to a bird? What do you call the limbs under the body? With what are the legs covered? With what the feet and toes?

How many toes on each foot? How many on both? How many toes have ten Canary birds? Are all the toes the same length? Which is the longest? How many joints has each toe? What is in front of the toes?

What do you call that part of the bird on which all the limbs rest? What do you call the upper part? What the under? What color is the back? What

the breast? What do you call the feathers behind the body? How many feathers are there in the tail? What is that little fleshy elevation above the tail? Of what use is the fat gland?

Now, Susie, describe the Canary bird to me.

What animal, Emily, did we examine yesterday? Each of you may tell me what the Canary bird has in common with the frog.

Marion, you may tell me in what respects he differs from the frog.

ANNUAL MEETING OF THE STATE TEACHERS' ASSOCIATION.

[Continued from page 435.]

FRIDAY AFTERNOON, Oct. 18.

The Association was called together at two o'clock by the President.

Messrs. Payson, M. G. Daniell, Waterman and Copeland were appointed a committee for procuring subscriptions for the *Teacher*.

The exercises of the afternoon were very agreeably commenced by a class of pupils from the Union Street School, Mr. Barrows, Master, with a few choice songs.

Mr. J. W. Dickinson, Principal of the Westfield Normal School, then read an interesting paper on "Method in Teaching and Study."

The subject of the *Teacher* having been taken from the table, Mr. Stebbins of Springfield moved the previous question, which was decided in the negative.

Mr. Waterman of Newton then moved to amend the resolution by referring the whole subject of the *Teacher* to the next Board of Directors.

Mr. A. J. Phipps of Medford moved still farther to amend by substituting the following, which was carried:

Resolved, That the whole subject of the *Teacher* be deferred till to-morrow morning, and have precedence of all other business.

The subject of Mr. Harrington's paper being taken from the table, the discussion was continued by Messrs. Tufts of Monson, Stebbins of Springfield, M. G. Daniell of Roxbury, Hills of Lynn, and Waterman of Newton. The President here brought the discussion to a close, to allow about sixty pupils of the Central Street School under Mr. E. F. Foster, to give an exhibition in gymnastics. It was an excellent performance.

Prof. Monroe then gave a lecture upon declamation, and particularly upon action, or *gesture*. This field, so rarely explored, the Professor showed to be well worth our attention. His thoughts were fresh and suggestive, dealing with principles rather than with dry details. The main object of the lecture was to show that action in declamation is not arbitrary, but based upon certain fundamental principles which can be studied, and known, and practically applied in the school-room.

Adjourned.

FRIDAY EVENING, Oct. 18.

The Convention was called to order by the President, at half past seven o'clock, the body of the hall being completely filled.

The exercises of the evening were commenced with singing by about one hundred pupils from the Elm St. School.

Rev. Wm. Gage then gave a lecture upon the subject of "Bible Lands." He thought the study of Bible geography and history ought to have a prominent place in the school-room. In this respect America is behind the world. He gave an interesting account of the study of the Bible in the schools of Scotland, Germany, and other European countries. His description of the marches and battles of Joshua, illustrated as it was, with maps, was vivid, and will be long remembered by those who heard him.

Prof. Monroe followed Mr. Gage, reading several poems to the delight of everybody, and closing the evening's entertainment with "Darius Green and his flying machine." It was most admirably read, and the large audience retired in the best of humor with themselves and the Professor. Adjourned.

SATURDAY MORNING, Oct. 19.

Met at 9 o'clock; the President in the chair. Prayer was offered by Rev. C. D. Hill of Springfield, after which, voted to defer, for the present, the subject of the *Teacher*.

S. W. Mason presented the report of the nominating committee, which was accepted; and the Association proceeded to ballot for the following list of officers for the ensuing year. They were unanimously elected.

For *President* — C. C. Chase, Lowell.

Vice-Presidents — A. A. Miner, D. D., Boston; E. A. Hubbard, Springfield; L. A. Wheelock, Boston; J. P. Averill, Northampton; G. B. Putnam, Boston; J. W. Dickinson, Westfield; W. J. Rolfe, Cambridge; A. G. Boyden, Bridgewater; J. E. Bradley, Pittsfield; H. R. Greene, Worcester; H. F. Harrington, New Bedford; A. J. Phipps, Medford; John Batchelder, Lynn; William A. Stearns, D. D., Amherst.

Councillors — Charles Hammond, Monson; D. B. Hagar, Salem; J. D. Philbrick, Boston; D. W. Jones, Roxbury; S. Burnham, Newburyport; J. A. Stearns, Boston; Nathaniel Hills, Lynn; M. C. Stebbins, Springfield; E. I. Comins, Worcester; C. G. Clark, Boston; A. K. Slade, Fall River; Charles Hutchins, Boston.

Recording Secretary — Geo. K. Daniel, jr., Boston.

Corresponding Secretary — Robert C. Metcalf, Boston.

Treasurer — James A. Page, Boston.

Mr. Hagar made a report upon the financial condition of the Association, by which it appeared that the assets were \$1,361 58

Liabilities 1,025 36

Balance in favor of the Association \$336 22

Number of subscribers, including State	2,000
" paying subscribers in the State	956
" " out of the State	644
Whole number of "	1,600
Number of subscribers gained during the year in the State	189
" " " " out of the State	384
Whole " " " " 	573
Per Cent of subscribers gained during the year in the State	23
" " " " " out of the State	147
Total per cent of subscribers " " 	55

The Report was accepted and referred to the next Board of Directors to be audited.

Mr. Sherwin then read a report upon Military Drill, advocating its introduction into the higher grade of schools. The report was accepted.

Voted, To resume the subject of the *Teacher*: after somewhat extended remarks by Mr. Hammond, Mr. Hagar offered the following Resolution.

Resolved, That the management of the Massachusetts *Teacher* be referred to the Board of Directors of this Association, with the understanding, that while the pages of the *Teacher* shall be open to a fair consideration of all purely educational subjects, they shall be kept free from the introduction of party politics and controverted questions in theology.

Prof. Atkinson then stated that he had no axe to grind, and was willing to do what was required of him, if he knew what that was, but he alone had been obliged in a great measure, to furnish the matter for the *Teacher*, and if it was not what the association would have it, it was in their power to make it so by writing for it.

Mr. Stebbins moved to amend Mr. Hagar's resolution by returning to the plan of having one or more resident editors, and twelve monthly editors, etc. The amendment was lost.

After remarks by Messrs. Sherwin, Hagar, Hill, Hammond, Kneeland, Monroe, Brown, of Tufts College, Philbrick, Chenworth and Atkinson, the resolutions, offered by Mr. Hagar, passed.

Mr. Greene's paper on the syntax of language was omitted.

Mr. Kimball, of Salem, was called to the chair. Short speeches were now made by Mr. Andrew J. Rickoff, of Ohio, J. W. Bulkley, of Brooklyn, N. Y., Hon. Joseph White, Secretary of the Massachusetts Board of Education, and several other distinguished educators.

The Committee then offered the following resolutions, which were accepted and unanimously adopted:

1. *Resolved*, That the thanks of this Association are hereby given to the Mayor and citizens of Springfield, for their cordial reception of this body, and

for the use of the spacious hall and convenient rooms that have subserved its accommodation; to the Superintendent and Teachers of the Public Schools, for their activity in providing places of entertainment for visitors not otherwise provided for, as well as furthering in various ways, the interests of this meeting.

2. *Resolved*, That this Association express its hearty thanks to the gentlemen, who, by lectures and essays during its sessions, have done so much to stimulate thought and arouse a desirable interest in its discussions; also, to the pupils of different schools, for the exercises in singing and gymnastics, which have mingled such pleasing variety with its graver duties.

3. *Resolved*, That the different Railroad Corporations that have so adapted their charges for conveyance, as to aid in convening this large gathering, at so great a distance from the state capital; and the proprietors of such public houses as have greeted the friends of education with excellent fare at reduced charges, deserve and receive our sincere thanks.

Adjourned.

McLAURIN F. COOKE,

Recording Secretary.

Nov. 1867.

WHAT A TEACHER SHOULD DO.—Thoroughly understand what he attempts to teach; prepare *himself* for each lesson assigned; require *prompt* and *accurate* recitations; assign short lessons; banish all books at recitation, except in reading; call on pupils promiscuously; ask two questions out of the book for every one in it; teach both by precept and example; manifest an active interest in the studies of his pupils; make the school-room cheerful and attractive; he should be courteous in language and action; cultivate a pleasant countenance; require prompt and *exact* obedience; insist upon *attention* from the whole class; make *few*, if any rules; avoid governing too much; let his pupils understand that he *means* what he *says*; visit the schools of others; subscribe for some educational journal; attend teachers' associations and institutes; he should dignify and elevate his profession by his personal worth, as well as by his skill and scholarship.

WHAT A TEACHER SHOULD NOT DO.—Never talk much nor loud; never promise what he cannot perform; never threaten for *anticipated* offences; never be hasty in word or action; never punish when angry; never speak in a scolding, fretful manner; never be late at school; never tell a pupil to do a thing, unless convinced he can do it; never yield anything to a pupil because he looks angry; never tell a child what you can make him tell you; never use a hard word when an easy one will answer as well; never allow talebearing; never magnify small offences; never believe all you hear; never assign long lessons.
—*The California Teacher.*

EXAMINATION QUESTIONS.

GIRLS' HIGH AND NORMAL SCHOOL, BOSTON.

Arithmetic.

1. Define a prime number; a composite number. Give an example of an odd number which is composite; of an even number which is prime. 2. Give the principles on which the rule for finding the greatest common measure, by division, depends. 3. If I have three casks containing 162, 288 and 324 quarts respectively, what is the size of the largest measure by which I can measure them? What is the size of the smallest tank which will contain them each an exact number of times? 4. How many pounds avoirdupois in one scale will balance 75 pounds troy in the other scale? 5. Reduce $9\frac{1}{2}$ to a fraction whose denominator is 21, and explain the reason of the process. Change the last fraction to a decimal of three places. 6. Divide 50 by .05, and .05 by 50, and multiply the sum of the quotients by 5.05. 7. I have a note for \$1,000, payable May 1, 1863. What discount shall I make for payment to-day, August 19, 1862, money bearing interest at 10 per cent per annum? 8. In what time will a sum of money triple itself, on interest at 5 per cent per annum? 9. What must be the side of a square field to contain 2 acres, 2 roods? 10. What is the edge of a cubical box which will contain as much as a box 288 inches long, 36 inches wide, and 18 inches high?

Grammar.

1. Analyze the following sentence: The character of Washington, *which* his contemporaries reverence and admire, *will be transmitted* to posterity; and the *memory* of his virtues, *while* patriotism and virtue are held *sacred* among men, *will remain* undivided. 2. Parse the words italicized in the above sentence. 3. Define Analysis and Parsing. 4. What part of Grammar treats of Letters? Of Sentences? Of Words? Of Poetry? 5. Name the three methods of distinguishing gender, and give an example of each. 6. Give the plural of such of the following words as take a plural form: *beef, brother, business, topaz, piano, this, wagon-load, dormouse, Miss Mason, Mr. Green, Dr. Lewis*. 7. Write *lady* in the possessive plural, *valley* in the nominative plural, *folio* in the objective plural, *grotto* in the nominative plural. 8. Give the principal parts of *lie, lay, sit, set, rise, raise*. 9. Give the synopsis of the verb *write* in the second, singular, indicative. 10. Correct all the errors in the following sentence: Every parent is of all other people the very worst judge of their children's merits; for what they reckon such is seldom anything else but a repetition of their own faults.

History.

1. Why were the aborigines of America called Indians? 2. What motives led to the colonization of New England and Virginia respectively? 3. Give an account of Bacon's Rebellion. 4. What was the design of Mr. Jefferson's em-

bargo? 5. What were the principal political events of Jackson's administration? 6. What acquisition of territory was made in Polk's administration? How made? 7. What were the compromise measures of Fillmore's administration? 8. What State took the lead in secession (on the election of Mr. Lincoln), and by what States was her example followed? 9. What are some of the results of the recent rebellion in the United States? 10. What was the last battle fought on the soil of Great Britain? What struggle did it terminate?

Geography.

1. What is Climate? Upon what does the climate of a country depend? 2. How does the climate of Paris differ from that of Quebec, and what is the cause of the difference? 3. Where are the following cities, and for what is each noted? Brussels, Pisa, Manchester, Lyons, Geneva. 4. Where are the following islands, and for what is each noted? Corsica, Mauritius, Van Dieman's Land, Sitka, Ceylon. 5. Describe the following rivers: Amoor, Rhone, Potomac, Orinoco. 6. Mention the mountain ranges of Asia that run east and west;—those that run north and south. 7. Name the most important foreign possessions of Great Britain. 8. What are the great physical divisions of the United States? 9. Where are the lowest points of the great European plain? 10. Draw a map of the Mississippi River; indicate the latitude and longitude; mark the position of St. Louis, Cairo, New Orleans.

VOLS. OF PROCEEDINGS OF AMERICAN INSTITUTE.

The volume for 1867 has just been published. It contains *one hundred and thirty* pages more than the volume of last year. The consequent increase in cost makes it necessary to advance the price to \$1.50. It will be sent, *post-paid*, on the receipt of the above sum. Address BREWER & TILESTON, 131 Washington St., Boston.

The volume for 1866 was ready for delivery in November. There were not, however, books enough to supply all the subscribers. The contract had been made for *one hundred and fifty* copies; all but the last few pages had been printed, and the type distributed. To have obtained the few additional copies wanted, would have cost more than the Institute could afford to pay. Therefore, it was decided not to commence the delivery of the books till the volume for 1867 should be published. The offer is now made, to those subscribers who are not particularly desirous of the volume for 1866, of the new volume, on the receipt of *fifty cents*; or, if preferred, of the volume for 1865, of which there are still copies on hand.

The Institute has, at the EDUCATIONAL ROOM, a large number of copies of the volumes for preceding years (though no *full* sets), which will be disposed of at reasonable prices.

QUESTIONS IN ANALYSIS.

The class to whom these questions were given, had just completed Greene's Analysis, and the references are to sections and pages of that excellent work.

"Lovely art thou, O Peace! and lovely are thy children, and lovely are the prints of thy footsteps in the green valleys."

Give a general analysis of the paragraph. Analyze the reasons for each step. Parse concisely each word. Parse, giving the reasons for each step. What peculiarity of structure is here found? How is the sentence to be read? What points are used in it, when conjunctions are omitted? p. 255. What kind of clauses are here united? What are clauses? Why coördinate? Kind of coördinate? § 361. When is *and* used as connective? § 362. What is said of the force of coördinate conjunctions, and the extent to which they are used? § 365, N. Kind of sentence, considered as whole? Why? Of what different species? First number is what kind of exclamatory? Why? What figures of speech are found in the sentence? What is a figure? What is Personification? What is personified here? What is Hyperbaton? What words are inverted? What element is most frequently inverted? Object of such arrangements of words? § 417, N. Arrange each clause in three ways, one of which shall be natural? What is the natural order of elements in a sentence? Give the sentence without personification. Express nearly the same thing, with equivalents. With synonymes. What are equivalents? § 437. What are synonymes? This process is a substitute for what? § 447, N.

Compare *lovely* in two ways. Which method is generally adopted in words of more than one syllable? Adverbs in *ly* generally derived from what? § 133-36. This answers what question, and denotes what? Meaning of *ly*? (See Dict.) *Art thou* is what style of expression? What is the common style? Number of *you*? What verbal termination means the same as *art*? § 69, N. Can the subject of the second person be a noun? Why is *thou* called a substantive pronoun? § 52, c. *O* expresses what emotion? p. 241. *O Peace*, independent by what? Plural of *Peace*? What nouns have no plural? p. 210. Person of *Peace*? Gender of *Peace* here? Why? ("Fierce, vast, and sublime objects are personified as males; gentle, delicate, and beautiful objects as females." *Quackenbos*.) Might the rest of the paragraph be considered as an inference from the first cause? If so, what associate connective could be used? Other form of *thy*? When is *thine* used? p. 213. Use it, changing the clause accordingly. Singular of *children*? How is the plural of nouns regularly formed? How is this? *Of* shows what relation? Introduces what kind of element? Make *of thy footsteps* first class. Make it third. What kind of word is *footsteps*? What are compound words? Primitive? Derivative? Component parts of *footsteps*? *Steps* how derived? Effect of inflection? p. 206. Resemblance between Radical, Derivative and Compound words, and the three classes of sentences? p. 205. *In* shows what relation? § 221. Introduces what kind of element? *The* why called definite? Allied to what demonstrative? (That. See Dict.) Is it compared? §§ 101-6. Use of *green*? § 96 and 6. § 100, a. Plural of *valley* how formed? How incorrectly? Law for the plural of nouns ending in *y*?

N. E. W.

INTELLIGENCE.

Geo. T. Littlefield, for several years Principal of the Franklin School, Somerville, and a teacher of *high* standing, has entered upon his duties as master of the Prescott School, Charlestown. His P. O. Address is still Somerville.

W. T. Leonard, lately Principal of the Greenfield High School, is now conducting the Highland Institute at Petersham.

A. E. Gibbs, teacher of the Westfield High School has been called to the Superintendency of the Rochester (N. Y.) schools, salary, \$2,000.

Andrew E. Rankin, of St. Johnsbury, Vt., and a graduate of Middlebury College, has been appointed Secretary of the Vermont Board of Education.

C. R. Ballard, is the newly appointed Principal of the Vermont State Normal School, established a short time since at Castleton.

Boston. The Rice School, for boys, named in honor of Hon. A. H. Rice, and located at the south end, in the old Franklin school building, was recently established with Lucius A. Wheelock as Master, David A. Caldwell, Sub-Master, Amos M. Leonard, Usher, and Florena Gray, Head Assistant.

A new house is building for the Wells School, at an estimated cost of about \$150,000.

A house similar to this is in the process of erection at South Boston, to accommodate a school soon to be organized, and named the Norcross School, in honor of the present Mayor.

Wm. F. Davis and Francis A. Harris are appointed Ushers in the Latin School, and Moses Woolson in the High School.

Edward Southworth, of the Centre Grammar School, Quincy, has been chosen Usher in the Dwight School, and Fred. C. Ellis of Swampscott, in the Bigelow. Bessie T. Capen, Head Assistant in the Wells School, has been transferred to an Assistant's place in the Girls' High and Normal School.

Appointments of female teachers have been made in the several districts since the 1st of September, as follows:

Adams. — Flora L. Close, Clara J. Doane.

Bigelow. — W. E. Morse, S. B. Packard.

Brimmer. — M. R. Brigham, Katie C. Martin.

Chapman. — Addie A. Spencer.

Everett. — Abby C. Haslet.

Franklin. — Georgie E. Abbott, Ellen M. Hughes, Mary S. Russell.

Hancock. — M. L. Macomber, O. M. E. Rowe, Mary E. Skinner, M. C. Halliday.

Lawrence. — Lucy M. Cragin, Adeline E. Patch.

Lyman. — Ellen P. Nichols.

Phillips. — Carrie A. Morrill, Anna E. Davis.

Prescott. — H. L. Deering, Annie G. DeSilva, Lucy E. Ring.

Quincy. — Emily E. Maynard, Louisa Bowker.

Rice. — Henrietta Jenkins, H. W. Leatherbee, Jennie E. Haskell.

Wells. — Ella A. Baker.

Winthrop.—Caroline Nolan, Mary F. Light, Elizabeth A. Riley.

The graduates of the Latin School propose to erect a marble statue in the hall of the school-building, to the memory of their comrades who fell in the war. Fifty have died in the service. The statue will cost \$6,000.

Salaries.—At the last meeting of the School Committee the salary of the Superintendent of the Training School and the Head Assistant in the Normal School was raised to \$1500; and that of the Assistants to \$1000 per annum.

His Honor Mayor Norcross has presented to Mr. James Hovey, Master of the Phillips School, a gift of \$250, to be expended in books for the library of the first class.

Williamstown.—A fine graded and high school building has just been completed and organized with four classes, in Williamstown. The teacher of the high school department is Miss Smith, lately of Springfield.

Pittsfield.—The new high school-house at Pittsfield, was dedicated two or three weeks since. A large class is in attendance.

New London, N. H.—The edifice soon to be erected for the New London (N. H.) Literary and Scientific Institute, will be 175 feet long, three stories high, and will accommodate 400 students. The cost will be about \$60,000, and the money is secured.

A new \$15,000 school-house was dedicated in November last, at New Britain, Ct.

A State Teachers' Convention was held at Lewiston, Me., on Monday and Tuesday of Thanksgiving week. Messrs. Geo. A. Walton, of Lawrence, and D. B. Hagar, of Salem, Mass., were present, and addressed the convention.

Owen Stone, for some time master of the Congress St. Grammar School, Portland, Me., has returned to his former charge, the Warren (Mass.) High School.

The abolition of the state normal school by the last Connecticut Legislature, and the general low estate of popular education throughout that commonwealth, have produced a series of three conferences of leading educators at Hartford and New Haven, by which a committee of thirteen persons has been designated to call public meetings, raise and expend money, and to take what other active and practical measures they may deem expedient to improve the common schools of the state. The programme outlined for the winter is a state convention at Hartford or New Haven, with a full discussion of the matter, and at least one public address in every village and neighborhood in the state. The movement is a strong, needful and honorable one, and if prosecuted and continued as begun, cannot fail to be of incalculable benefit to the highest and best interests of the state. The committee has been made up irrespective of political parties or ecclesiastical denominations, and includes Gov. English, ex-Gov. Hawley, President Cummings of Wesleyan University, Rev. Dr. Horace Bushnell, of Hartford, Mr. Daniel C. Gilman, of New Haven, and others whose names are an assurance of earnest labor, wisely directed, and with valuable result.

Prof. J. W. Armstrong, Prof. Hermon Krusi, Mrs. Mary Howe Smith, Miss Ellen Seaver, and Miss Matilda Cooper, of the Oswego Training School, N. Y.,

were employed by the School Board of Cincinnati to hold a Normal Institute during the last week of August. The same teachers were employed by the Cleveland Board, during the first week in September. Many of the leading teachers of northern Ohio were present at the latter place.

John Hancock, formerly a successful teacher in Cincinnati, has been elected Superintendent of schools in that city.

A bill to establish a system of common schools for the District of Columbia, is in the hands of a select committee of five on the part of the House.

Cumberland, the second city in Maryland, has never had until now, a school-house worthy of the name. A noble building has just been fitted up in good style, in which a free school of six hundred pupils is now in successful operation.

The Louisiana Convention, now in session in New Orleans, is considering the establishment of free schools, open to all children between six and eighteen years of age, without reference to race, color, or previous condition. Let the work go on.

COLLEGES. — We give the number of undergraduates in our New England colleges as far as we have been able to gather the statistics.

Yale, 505; Amherst, 244; Brown, 186; Bowdoin, 114; Waterville, 64; Harvard, 479; Dartmouth, 229; Williams, 182; Middlebury, 65; Tufts, 46.

BOOK NOTICES.

FRENCH'S ELEMENTARY ARITHMETIC FOR THE SLATE, by John H. French, L.L.D. pp. 220. Harper & Brothers.

We believe the new and practical features of this book must commend themselves to teachers, as well as interest pupils. We will point out one or two only as examples. On the 25th page, a farm is neatly plotted with brook and pond, woodland, pasture, orchard and tillage. The number of acres in each lot, and the length of its boundaries is plainly marked. This picture, for the child will so consider it, furnishes material for sixteen examples in addition. On the forty-second page, is a map of the Mississippi River, and its valley. Placed by the names of cities upon its bank are numbers showing their distance from its mouth. Twenty-six examples in subtraction are based upon the map. The arrangements of topics is philosophical, and the many unessentials which cumber most of our school arithmetics are wisely omitted.

We shall take this book into the school-room.

THE PUTNAM ARITHMETIC DRILL AND REVIEW CARDS AND KEY, by Francis Cogswell, Principal of the Putnam Grammar School, Cambridge, Mass. Brewer & Tileston.

The object of these cards is to test the thoroughness of pupils, and includes nearly all the subjects treated upon in our arithmetics. The key furnishes an almost endless number of answers based upon the ten cards. Try them.

THE EVIDENCES OF CHRISTIANITY IN THE 19TH CENTURY. By Rev. Albert Barnes. 450 pp. Harpers: For sale by A. Williams & Co.

This book consists of ten lectures delivered in the Mercer Street Church, New York, Jan. and Feb. 1867, before the Union Theological Seminary. It is sufficient to give the name of an author so well known to the Christian public on both sides of the ocean, to attract attention to this work. We have read several of these lectures with deep interest, and commend them to the many who are now thinking upon the great themes of which they treat. We give the subjects of the lectures:

- I. The Limitations of the Human Mind on the Subject of Religion.
- II. Historical Evidence as Affected by Time.
- III. Historical Evidence as Affected by Science.
- IV. The Evidence of Christianity from its Propagation.
- V. Miracles: The Evidence in the Nineteenth Century that they were Performed in the First.
- VI. The Argument for the Truth of Christianity, in the Nineteenth Century, from Prophecy.
- VII. Inspiration of the Scriptures with Reference to the Objections made in the Nineteenth Century.
- VIII. The Evidence of the Divine Origin of Christianity from the Personal Character and the Incarnation of Christ.
- IX. The Christian Religion as Adapted to the Wants of Man, as Illustrated in these Eighteen Hundred Years.
- X. The Relation of Christianity to the World's Progress in Science, Civilization, and the Arts, in the Nineteenth Century.

THE LECTURES AND PROCEEDINGS OF THE AMERICAN INSTITUTE OF INSTRUCTION, 1867. — The last annual meeting of the American Institute was marked by the importance of the subjects considered, the ability with which they were treated, and the earnestness of the several speakers. We are glad to welcome this record of its proceedings, while the interest they excited is still fresh. The lectures delivered, papers read, and the reports of the discussions, will richly repay perusal.

We would call attention particularly to Mr. Elbridge Smith's Lecture upon *The Founders of the Institute, and its first President*. This was prepared with evident care, and with the accompanying notes, gives information every friend of the Institute will be glad to possess.

The volume can be obtained at BREWER & TILESTON'S.

THE LADY'S ALMANAC FOR 1868. pp. 128. George Coolidge. Boston.

This little annual, besides the essentials of an Almanac, contains many choice maxims, recipes, and extracts from the poets. Copies mailed for 50 cents. Address the publisher, 3 Milk st.

UNITED STATES MUSICAL REVIEW. pp. 32, \$2.00. J. L. Peters. 200 Broadway, New York.

The publisher claims a monthly issue of 10,000 copies, although but four

months have passed since its first appearance. The December No. contains ten pages of good music, vocal and instrumental, and also a Sheet Music Review of six pages, a prominent feature of which is, that not only the name of a piece is given, but the key, compass, difficulty, and adaptation to school use, is marked. The intelligence is fresh and varied. Our musical friends will gladly welcome this monthly review.

PRANG'S CHROMO.—Messrs. L. Prang & Co., 159 Washington st., Boston, have just issued this Journal of Art, calling attention to their exquisite specimens of chromo-lithography or picture painting in colors. Their efforts to reproduce the works of great artists have been most successful, as the "Groups" of Tait, the "Landscapes" of Bricher, and the "Magdalena" of Correggio bear witness. Their illuminated "Beatitudes," Sunday School Cards, Rewards of Merit, and Albums are well known and admired. Principals of high schools and other teachers of advanced pupils, can secure specimens of these chromos, at greatly reduced rates, if being satisfied of their merit, they will in return, bring them to the attention of their pupils.

OUR SCHOOL-DAY VISITOR. J. W. Daughaday & Co. 424 Walnut St., Philadelphia. \$1.25 a year.

This sprightly magazine for young people enters now upon its twelfth volume, and justly claims an honorable place among more costly periodicals. Its style, type, and matter are attractive.

THE WATERDALE NEIGHBORS.—A Novel. By the author of "Paul Masie," 8v. Harpers' Library of select novels, No. 302, for sale by A. Williams & Co., Boston.

THE LAWRENCE COLLEGIAN.—This monthly paper, conducted by the students of Lawrence University, Appleton, Wisconsin, makes its first appearance. Its salutatory is hopeful. We trust the Alumni and friends of the University will secure its success.

We have just received, from the prolific press of Lee & Shepard, **GOLDEN TRUTHS.** A beautiful religious gift-book. Tinted paper. 16mo. pp. 240. \$2.00.

CLAUDIA. By Amanda M. Douglass. 18mo. pp. 380. \$1.50.

TOMMY HICKUP. By Rosa Abbott Parker. 16mo. pp. 254. \$1.00.

BILLY GRIME'S FAVORITE. By May Mannering, author of "Climbing the Rope." 16mo. pp. 190. \$1.00.

DOTTY DIMPLE AT HER GRANDMOTHER'S. By Sophie May, author of "Little Prudy Stories." 18mo. pp. 190. 75 cents.

The last three are pretty New Year's books for the children.

NOTICE TO CONTRIBUTORS.

Although we have three more than the usual number of pages, we are obliged to defer to the February number articles by "S. B." and "M.," a Practical Exercise by "J. A. G.," and some miscellaneous matter, all of which we have in type.

VENTILATION.

The Legislature of Rhode Island, after Examination of the Providence City Hall and other Buildings Ventilated by the

UNITED STATES VENTILATION CO.,

Unanimously ordered the application of the same plans to their Legislative Halls, and the work was completed during the session. Their application has also been ordered, by the proper Committee, to **The State Capitol at Harrisburg**. The same patented system has been successfully applied to the **Assembly Hall in Albany**, and to many hundreds of Factories, School Rooms, Churches, Stores, Lodge Rooms, Town and City Halls, Stables, etc.

THE BOSTON SCHOOL COMMITTEE,

on p. 37 of their Report of 1863, says: "In the nearly or quite unanimous opinion and experience of the members of the School Board, the system of Ventilation represented by Robinson's instruments is the best now in the market. The mode of ventilation differs very materially from the systems heretofore applied to our school-houses, and the success has given great satisfaction to the Committee and Teachers of the schools."

"Their judgment, in this respect, is based, not upon mere theory, but on positive, indisputable facts."

"In the Bowditch Grammar School House, and in the Primary School House on Harrison Avenue, the success of these Ventilators has been COMPLETE AND ENTIRELY SATISFACTORY, and cannot be questioned." On p. 35 of the same Report, we find the following: "When eight hundred pupils, as in this School, with no doors or windows open for ventilation during many months, and with no discomfort from currents of cold air, can enjoy the luxury of an atmosphere so nearly pure as to be indistinguishable in respect to purity from the external air, we may well be gratified with a result so greatly in advance of any that we had previously known."

Teachers and pupils suffer from breathing impure air, and often still more seriously from exposure to currents in the use of common plans for changing the air. Sickness and death are constantly occurring from these causes.

The call for a good system of ventilation is now fully answered. Of this, the most abundant evidence can be given.

ATLANTIC DELAINE MILL, PROVIDENCE, March 1, 1865.

Mr. L. ROBINSON, Boston—*Dear Sir*: The operation of your Ventilation on our two Dressing Rooms is highly satisfactory, making the atmosphere much more comfortable, preventing all dripping and deposit of moisture, hastening the process of drying, and saving largely in steam. The saving in fuel alone is sufficient to pay the total cost of ventilation in a few months.

R. G. CORNELL, *Superintendent*.

These well-known Ventilators are now quite generally used in different parts of the United States, and have given great satisfaction. We have had them in use in our composition and editorial rooms for the last three years, and the Ventilators prove to be all that the inventor claims.—*Boston Traveller*.

The same system has been successfully applied to more than 200 Cotton and Woolen Factories, and hundreds of leading schools in New England and New York. A single treasurer of manufacturing corporations in Rhode Island has paid thirteen bills for these Ventilators, a Boston treasurer seven, and many other parties have made from two to five successive purchases. Eighty-eight different sales have already been made to parties in only four small cities, Providence, Norwich, Fall River, and Springfield. These facts show high appreciation of the system by those who, from actual trial, know it best.

Persons wishing to have their buildings ventilated, will be fully satisfied that it can be properly done on application to

LUTHER ROBINSON, U. S. V. CO.,

46 Congress Street, Boston.